



WELCOMING OUR IMMIGRANT SISTERS AND BROTHERS



January 4, 2009
Feast of the Epiphany

“...there are no more
distinctions between
Jew and Greek,
slave and free,
male and female, but all of
you are one
in Christ Jesus.”

Galatians 3:28

Activities for Children and Youth: Ages 5 through 12

Art Projects

Flying Dove



Materials: Paper, tissue paper, string, crayons or markers, glue, scissors and small hole punch

Optional materials: Wiggly eyes, feathers, sequins, ribbon and pipe cleaners

Instructions:

- Photocopy the bird pattern on white paper
 - Please see the *Instructions and Templates* section of the *Statewide Immigration Sunday Planning Guide*.
- Color the bird, if desired
- Cut the bird out of the paper
- Cut the center slit
- Optional: Glue on wiggly eyes, feathers and sequins
- Fold a small square of tissue paper, accordion style
- Slide the tissue paper through the center slit to make the wings
- Punch a small hole in each wing
- Cut two strings or ribbons
- Tie one string or ribbon to each hole
- Connect strings or ribbons
- Hang

Variations:

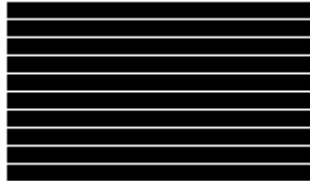
- Have children make different colored birds to illustrate how we are all unique
- Connect the children's birds using pipe cleaners

Woven Mexican Placemat

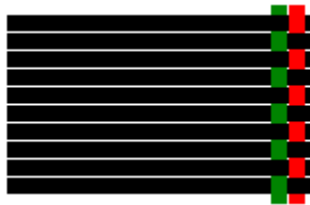
Materials: Construction paper (2-3 colors), clear contact paper, tape and scissors

Instructions:

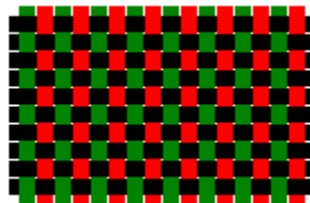
- Cut 10 strips of construction paper. Each strip should be approximately 2 inches wide and 24 inches long. Lay the strips down side by side and secure the tops with a piece of tape.



- Cut a piece of construction paper into 12 strips. Each strip should be approximately 2 inches wide by 22 inches long. You will use these pieces to weave through your taped pieces.



- Weave each piece through the taped pieces until you have completed your placemat. Once you are finished weaving, cover both sides of your placemat with clear contact paper.



Ojo de Dios (God's Eye)

Ojo de Dios is Spanish for "Eye of God." It is pronounced "oh-ho-day-Dee-ohs" (the "j" is silent or sometimes has a soft "h" sound). Ojos de Dios (plural) were discovered by early Spaniards when they encountered the Huichol (pronounced "wettchol") Indians in the Sierra Madre mountains of Mexico. The Ojo de Dios symbolizes the ability to see and understand unseen things.

The four points of the crossed sticks represent earth, air, water and fire. Ojos de Dios were also important to the Aymara Indians from what is now Bolivia, South America. Native American tribes in the southwestern region of the United States also adopted the Ojos de Dios. The Navajo are known for their eight-sided Ojos de Dios. Today, Christians throughout the world have adopted the Ojo de Dios as a symbol for the one and only God.

When one makes a traditional Ojo de Dios, she or he is expressing a prayer that the "Eye of God" will watch over them, or the person they are making it for. Some Christians associate the following prayer with the Ojo de Dios: "May the eye of God be upon you."

Materials: Two small sticks that are approximately 5" long (popsicle sticks will work), skeins of yarn – 2 colors, scissors and a pencil

Optional materials: Small bells for decoration

Instructions:

- Make an "X" with the two sticks (**FIGURE 1**).



FIGURE 1

- Tie the two sticks together, making an "X" with the end of the yarn skein (**FIGURE 2**). Do not cut the yarn off the skein. Tie the yarn in back of the crossed sticks.

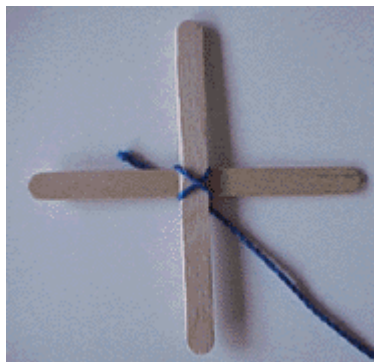


FIGURE 2

- With a pencil, number the ends of the sticks (**FIGURE 3**).



FIGURE 3

- Bring the yarn to the front between sticks 3 and 4. Pull the yarn over stick 3 and stick 2. Bring the yarn to the back between sticks 2 and 1. Wrap the yarn behind stick 2 and bring the yarn to the front again between sticks 2 and 3. Pull the yarn over stick 2 and stick 1. Wrap the yarn behind stick 1 (**FIGURE 3**).
- Pull the yarn over stick 1 and stick 4. Wrap the yarn behind stick 4. Pull the yarn over stick 4 and the stick 4. Wrap the yarn behind stick 3. You have completed one round! Always lay the yarn next to the yarn that is already in place - NOT on top of the yarn.
- Continue wrapping the yarn behind each stick, over that stick and the next, and around behind that one, then over that stick and the next and behind that one (**FIGURE 4**). After your first few rounds, you will see the woven pattern of the "eye" beginning to form.

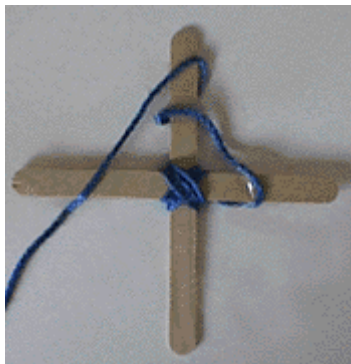


FIGURE 4

- Once you have an "eye" in one yarn color, cut the yarn and tie on another color. Continue weaving. Make sure the knot you used to join the 2 yarn colors with stays in the back (**FIGURE 5**).



FIGURE 5

- Add as many colors of yarn as you like (**FIGURE 6**).



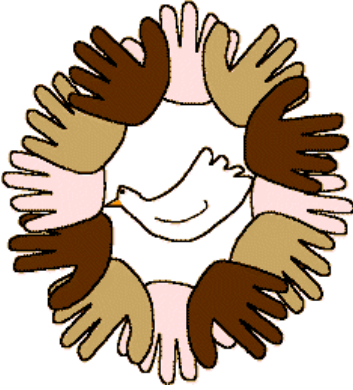
FIGURE 6

- Continue weaving the "God's Eye" until you are about a 1/2 inch from the ends of the sticks. Cut the yarn, leaving approximately a 7-8" tail. Tie the tail in a knot in back (**FIGURE 7**).



FIGURE 7

Unity Wreath



Materials: Construction paper (various colors), paint (various colors), paint brushes, glue and scissors

Optional Materials: Feathers and wiggly eyes

Instructions:

- Make between 9 and 12 handprints in various colors by dipping children's hands in paint and stamping their handprints on paper (you can use colored construction paper instead of paint)
- Let the handprints dry
- Make the center dove out of white paper
 - To draw the dove: Trace a child's hand with the thumb extended, and the four fingers close together
 - Attach a beak, made from orange construction paper
 - Draw a wing and an eye *or* glue on a feather and a wiggly eye
- Cut out the handprints and glue them together in a circle to form a wreath
- Glue the dove onto the back of the wreath (the wreath will frame the dove)

Books

- *Please see the Resource section of the Statewide Immigration Sunday Planning Guide for titles.*

Discussion

- **Moving to a new place.** Ask children to describe a time when their family moved to a new place. Discuss any hardships the children recall. List the places children moved, and the hardships identified.

Oral History

- **Explore family history.** Ask children to bring in the oldest family photo she or he can find. Photocopy the family photo and have children write family stories about their photos. Mount photos and stories on squared cardstock. Frame each picture and story on a larger piece of construction paper and have children illustrate the frames. Create a large quilt with all the pictures. Display the quilt in your gathering space.
- **Why did they leave home?:** Invite immigrant parents or grandparents to speak about their experiences. Have children interview parents and grandparents.

- **Grandparent and Grandchild Day:** Host a luncheon or tea party for grandparents and grandchildren. Provide an opportunity for children to interview their grandparents and record their responses in homemade books. Children should be encouraged to ask questions about their ancestry.



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Activities for Youth: Ages 12 through 18

Art Project

- **Mosaic Tile Project.** Make a mosaic design. Please see the *Instructions and Templates* section of the *Statewide Immigration Sunday Planning Guide*.
- **Ojo de Dios (God’s Eye).** Please see above section – *Activities for Children and Youth: Ages 5 through 12*.

Books

- Please see the *Resource* section of the *Statewide Immigration Sunday Planning Guide* for titles.

Immigration Jeopardy

- Prepare poster board with six (4) categories: Historical Dates, Historical Events, Myths/Facts and Statistics. Write a question on each card and assign a point value to each card (100, 200, 300, 400, and Double Jeopardy). Make certain each card/question increases in level of complexity. Sample questions, with answers, are included on the following pages.
- Divide youth into groups. In each turn, the group selects a category and value question from the board. If the group’s response is correct, the team is awarded the point value of the question. If the group’s response is incorrect, the next group is given the opportunity to answer. Continue until all groups have an opportunity to answer or until the correct response is given.
- A random “Double Jeopardy” question is included with the point value cards. The group that correctly answers the question is awarded double the value on the question card.

Immigration Quiz

- Invite youth to take the United States Citizenship and Immigration Services (USCIS) exam, but not tell youth where the exam is from.
- Distribute copies of the actual exam. Discuss the exam. <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=2de5bece24e7b110VgnVCM1000004718190aRCRD&vgnnextchannel=2de5bece24e7b110VgnVCM1000004718190aRCRD>

JEOPARDY

CATEGORY ONE: HISTORICAL DATES

100 points

In which year did Ellis Island in New York open to receive immigrants?

- A) **1892**
- B) 1902
- C) 1904
- D) 1924

200 points

Which years were considered “The Dark Chapter” of immigration in the United States?

- A) 1900-1920
- B) **1930-1950**
- C) 1960-1980
- D) 1990-2000

300 points

What decade witnessed the highest influx of German Catholics and Irish immigrants to the U.S.?

- A) 1820s
- B) **1840s**
- C) 1900s
- D) 1940s

400 points

In which year did Congress eliminate racial criteria from Immigration laws?

- A) 1945
- B) 1955
- C) **1965**
- D) 1975

CATEGORY TWO: HISTORICAL EVENTS

100 points

Legislation entitled the “Dream Act” would have provided a path to legal status for undocumented college students.

- A) True
- B) False**

200 points

Which group of immigrants was restricted based on the first restrictionist immigration law in 1882?

- A) Russian
- C) Chinese**
- B) Japanese
- D) Korean

300 points

Which law prohibits an employer from hiring any person who is not legally authorized to work in the U.S. and requires that employers verify the employment eligibility of all new employees?

- A) The Refugee Act of 1980
- B) The Immigration Reform and Control Act of 1986**
- C) The Immigration Act of 1990
- D) The Illegal Immigration Reform and Immigrant Responsibility Act of 1996

CATEGORY THREE: STATISTICS

100 points

What country produced the second largest percentage of the legal immigrant population in the U.S. from 1971 through 1980?

- A) Europe and Canada
- B) Asia**
- C) Mexico
- D) Other Latin American countries
- E) All other countries

200 points

According to the data from the 2000 U.S. Census, 12.8% of foreign-born immigrants in the United States were undocumented immigrants.

- A) True
- B) False**

300 points

What was the percent of foreign-born Asian immigrants in the United States in 2005?

- A) 10%
- B) 15%
- C) 25%**
- D) 33%

CATEGORY FOUR: MYTHS/FACTS

100 points

In the year 2000, 26% of full-time immigrant workers were "limited English proficient".

- A) True
- B) False**

A person is "limited English proficient" if she or he reports *speaking* a language other than English at home **and** does not *speak* English "very well." The Census does not collect data on English literacy.

200 points

Immigrants come to the U.S. to:

- A) Take jobs away from U.S. citizens and send money to their countries
- B) Receive a better education, live a better life, freedom, greater opportunities, security**
- C) Join gangs, engage in criminal activities, not work, drop out of school
- D) To join the American pop-culture industry

300 points

The federal agency that carries out "deportation raids" amongst immigrants is: _____

Answer: Immigration and Customs Enforcement (ICE)

400 points

The most concentrated occupations/professions of unauthorized immigrants in the U.S. in 2005 were:

- A) Auto repair, accounting, hotel services, plumbing, electrical
- B) Construction worker, transportation, farming, production, cleaning and food preparation**
- C) Medicine human resources, architecture, law enforcement, education
- D) Mechanics, housekeeping, installation & repair, sales & administration